CHAPTER III

RESEARCH METHODOLOGY

Research method is a way collected by the writer to answer a research question. In this chapter, the researcher will present in details the method of the research used in this study. It is divided into several sub chapters. They are research design, research subject, data collection technique, instrument of the research, and data analysis technique.

A. Research Design

Research design is the plan of the research that will be conducted.¹ In this research, the researcher used descriptive research. According to Burns and Grove, descriptive research is designed to provide a picture of a situation as it naturally happens. The researcher argued that this research was categorized as descriptive research because it described and analyzed the elements of coherence and unity that were arranged by the students when they wrote or composed paragraph.

In conducting the research, the writer uses quantitative approach. Quantitative data is a numerical record that results from a process of measurement and on which basic mathematical operations can be done.² Therefore, in this study

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¹ Suharismi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta: PT. Rineka Cipta, 2006), p. 51
the author analyzes two of features of argumentative paragraph written by the students.

Considering the purpose of the research and the nature of the problem, the writer attempts to gather the data from the students’ task. The students’ quality of writing in the Final-test becomes one important attention in this study.

B. Research Subject

Sample is a portion of population. Accessible population is the population of subjects accessible to the researcher for drawing a sample. There are three steps of sampling, they are: population, accessible population, and sample.

1. Population

Population is a group of object that will be the target of the research. In this research, the population is the students of argumentative writing class at fourth semester of English teaching and education department (ETED) of UIN SUNAN AMPEL SURABAYA Academic year 2014-2015 and they divided into 5 classes, they were A, B, C, D, and E class. Each class had about 20 students and the total number of the students is 100 students.

2. Accessible population

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The accessible population of this research is the students of UIN Sunan Ampel Surabaya. This university is located in Jl. Ahmad Yani No. 117, Surabaya, and East Java.

3. Sample

Arikunto states that the data resource is the subject from which the data can be found. Sample is group of people that will be respondent. For the sample, the researcher took two techniques of sampling because this research needed it to finish and complete the research. The first is stratified sampling. Stratified random sampling involves dividing the population into mutually exclusive and mutually exhaustive subgroups, then taking a simple random sample in each subgroup. It is used to take the sum of sample that would be analyzed of the research. In this case, the researcher will take the samples 50% of each class of argumentative writing. Then, purposive sampling is used after the researcher analyzed the product of writing. It will show how many writing results of students that had been analyzed as representation of the data analysis.

C. Data Collection Technique

5 Sugiyono, Metode penelitian kuantitatif kualitatif R&D, (Bandung: Alfabeta, 2010), p. 81
Data collection has function to gather the information used by researcher. The emphasis in data collection is to develop research evidence analytically, searching for a broad arrangement of evidence which search both confirming and disconfirming data.

The first data is gained from Final-test of argumentative writing class, where in this test, students are asked by their lecturer to make a good essay that consists of some paragraphs.

The researcher will gather the students’ task of write an argumentative essay from 5 (five) classes that have explained above. She will investigate the essay considered by the coherence and unity analysis. Hence, the researcher has documentation from students of argumentative paragraph writing class, since documentation is a technique of data collection by gathering and analyzing documents.  

D. Instrument of the Research

To get the empirical data and draw the conclusion or the result of research, the writer will use some instruments. Instrument here is a tool to measure which potentially make the researcher easier in collecting data and analysis.

1. Writing Task

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The instrument of this research is writing task from Final-test held by the lecturers. It refers to one of the components of performance assessment, that is performance task. It shows that this task find out the ability of the students in composing every single paragraph or connecting the sentence to other become a paragraph. According to Brown, the writing task that was given to the students was a writing based on the topic development within a paragraph.\(^8\) It is a task where there is only a topic sentence of paragraph that was given to the students. Here, the students are asked to compose supporting details in order to complete paragraph.

2. Rubric

Coherence is about between the one sentence and the next should be supported by good transition words or conjunctions. Unity is every sentence in the paragraph works toward developing a single idea. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph.

### Argumentative Essay Rubrics: Coherence

<table>
<thead>
<tr>
<th>Categories of Performance</th>
<th>Advance (4)</th>
<th>Intermediate (3)</th>
<th>Basic (2)</th>
<th>Beginner (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement (Introduction)</td>
<td>- State a clear and complete thesis statement. - A clear explanation or definition of the problem.</td>
<td>- States a clear thesis of the paper. - States the problem, but does not explain using details.</td>
<td>- States the thesis but does not adequately explain the background of the problem. - The problem is stated, but lacks detail.</td>
<td>Thesis and/or problem are vague or unclear.</td>
</tr>
<tr>
<td>Main Points</td>
<td>- Three or more main points are well developed with supporting details. - Refutation paragraph acknowledges the opposing view, and doesn't summarize points.</td>
<td>- Three or more main points are present but may lack detail and development in one or two. - Refutation paragraph missing and/or vague. - there are only two transitions</td>
<td>- Three or more main points, but all lack development - Refutation paragraph missing</td>
<td>Less than three main points, with poor development of ideas. - Refutation missing or vague. - there is no transitions</td>
</tr>
</tbody>
</table>
summarizes their main points.
- transitions make a good “flow”

- need more transitions.

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**Conclusion**

<table>
<thead>
<tr>
<th>Categories of Performance</th>
<th>Advance (4)</th>
<th>Intermediate (3)</th>
<th>Basic (2)</th>
<th>Beginner (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Ideas flow in the paragraph and clearly support the main idea</td>
<td>Ideas in the paragraph support the main idea, but</td>
<td>A few ideas in the paragraph do not support</td>
<td>Ideas in the paragraph are disorganized and do not</td>
</tr>
</tbody>
</table>

*Table 3.2*

*Argumentative Essay Rubrics: Unity*
The term “flow” is a rather imprecise way of describing a paper’s organization. In applying “flow” to essay writing, it is important to be more specific about the kind of smooth movement and clear connections the writer seeks to create.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>- Support the claim with logical reasoning and relevant evidence</th>
<th>- Supports the claim with reasoning and evidence</th>
<th>- Evidence is not relevant or not completely thought out</th>
<th>- Lacks evidence and relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Demonstrating a complete understanding of the topic</td>
<td>- Demonstrates some understanding of the topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources:
Karen Schwalm, [http://web.gccaz.edu/English/Assessment/Spring07/Final/ArgumentRubric.htm](http://web.gccaz.edu/English/Assessment/Spring07/Final/ArgumentRubric.htm)

E. Data Analysis Technique

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others. After collecting the data, the next step was analyzing the data. The researcher used the data analysis from Gay and Airasian who claimed that the analysis of descriptive research data required four iterative steps: reading, describing, classifying, and interpreting.

1. Students’ Competence

In analyzing students’ individual competence, the author went to use the formula:

\[ P = \frac{F}{N} \times 100\% \]

- \( P \) = the percentage of the correct point.
- \( F \) = the frequency of the correct point.
- \( N \) = total number of item.

The table was used in measuring the students individual ability is as follows:

<table>
<thead>
<tr>
<th>Students</th>
<th>F</th>
<th>N</th>
<th>P%</th>
<th>Category</th>
</tr>
</thead>
</table>

According to Arikunto, students’ competence can be recognized into:

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Very good = 81 – 100%
Good = 61 – 80%
Fair = 41 – 60%
Bad = 21 – 40%
Very bad = 0 – 20%

2. Measuring the Mean of Students’ Ability

The mean represents a whole data set of scores with one single number.\textsuperscript{12}

To obtain the mean, adding up all of the scores (x) and divide by the total number of scores. The following formula is used in this research:

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\overline{X} = \frac{\sum X}{n}
\]

\(\overline{X}\) = Mean (the score)
\(\sum x\) = the total score
\(N\) = the number of students

\textsuperscript{11} Arikunto, Suharsimi, \textit{Prosedur Penelitian Suatu Pendekatan Praktek}, (Jakarta: Rineka Cipta,1997), p.67
\textsuperscript{12} Supranto, J. \textit{Ekonometrik Buku Dua}, (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 1995), p.91